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## GOALS 2000: SUPPORT OF LOCAL AND STATE EDUCATION IMPROVEMENT

(202) 401-0039 or State Department of Education

These grants to state and local education agencies help them set challenging standards in core subjects and develop improvement plans to help all children reach the standards. States pass on a large portion of funds to localities to develop and implement local comprehensive improvement plans and to fund preservice teacher training and professional development programs in order to meet standards of excellence.

**Program Office:** Office of Elementary and Secondary Education

**Legislation:** Goals 2000: Educate America Act, Title III, 20 U.S.C. 5881-5899

**Type of Assistance:** formula grants to states that apply, competitive within states

**Who May Apply:** state department of education, local districts apply to state department (for professional development grants, districts must have at least one community partner)

**FY '97 appropriation:** \$476,000,000

**FY '97 funds available to states:** July 1, 1997

*The Goals 2000 legislation added arts to the list in National Education Goal 3 of core subjects in which students should achieve to high standards in the National Education Goals.*

***Arts as subject(s):** Hutchinson School District, Kansas. Enhances elementary art instruction at public and Catholic schools. Planned with staff from Hutchinson Community College, program focuses on visual arts curriculum revision and development, classroom teacher inservice related to teaching the visual arts in conjunction with social studies, and provides opportunities for pre-service teachers to participate in actual classroom art instructional activities. Program plans to adapt current curriculum to the Kansas visual art education guidelines and the National Standards for Art Education.*

***Arts integrated in curriculum:** Michigan City, Indiana (eight elementary schools). Supports release time for teachers to collaborate with community artists, auxiliary staff, and community arts organizations. Parent involvement will be fostered through parent-child interactive arts experiences.*

***Professional Development and Technology:** New Providence Middle School, Tennessee. A series of professional development workshops will be held for local K-8 teachers to promote the use of technology in music instruction and demonstrate the relevance of music and the arts within the general K-8 curriculum.*

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## **TITLE VI: INNOVATIVE EDUCATION PROGRAM STRATEGIES**

(202) 260-2551 or State Department of Education

Title VI supports local education innovations. States must subgrant at least 85 per cent of funds competitively to school districts to support activities in eight primary areas: (1) technology related to implementing reform; (2) acquisition and use of instructional and educational materials, including library materials and computer software; (3) promising education reform projects such as magnet schools; (4) programs for at-risk children; (5) literacy programs for students and their parents; (6) programs for gifted and talented children; (7) school reform efforts linked to **Goals 2000**; and (8) school improvement programs or activities authorized under Title I.

**Program Office:** Office of Elementary and Secondary Education, School Improvement Programs

**Legislation:** Elementary and Secondary Education Act of 1965, Title VI, as amended,  
20 U.S.C. 7301-7373

**Type of Assistance:** formula grants to states, formula within state

**Who May Apply:** State education agencies. Most local education agencies apply to the state education agency and receive funding based on formula.

**FY '97 appropriation:** \$310,000,000

**FY '97 funds available to states:** July 1, 1997

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**TITLE I: GRANTS TO LOCAL EDUCATION AGENCIES**  
(202) 260-0826 or State Department of Education or Local School District

Title I provides funds to state departments of education and in turn to local school districts and schools to provide quality opportunities for students in low-income schools to meet challenging academic standards. Provisions include extended learning time and accelerated rather than remedial classes; expanded eligibility for schools to operate schoolwide programs that serve all children in schools with 50 percent students in poverty; help achieving effective transitions from preschool to school and from school to work; accountability based on results; reduced but improved testing; increased parental participation; and fair and equitable participation of private school students.

**Program Office:** Office of Elementary and Secondary Education, Compensatory Education Programs

**Legislation:** Elementary and Secondary Education Act of 1965, Title I, Part A, as amended by the Improving America's Schools Act (P.L. 103-382) (20 USC 6301)

**Type of Assistance:** formula grants to state departments of education which then pass on formula grants to local school districts

**Who May Apply:** State education agencies receive funds by formula from U.S. Department of Education. Local districts and schools receive formula grants from states.

**Also Known As:** Education for the Disadvantaged—Helping Disadvantaged Children Meet High Standards

**FY '97 appropriation:** \$6,730,348,000

**FY '97 funds available to states:** July 1, 1997 (for use in the 1997-98 school year)

*Artist-in-residence programs have been funded by Title I.*

*The schoolwide improvement project at Blythe Avenue Elementary School in Cleveland, Tennessee includes a readiness class for the transition from kindergarten to first grade, the IBM Writing to Read and Writing to Write programs, and a districtwide Discipline-Based Arts Program (Getty Education Institute for the Arts) in which art is taught throughout the curricula. In 1993, the school was named an Arts Honor School by the Tennessee Arts Commission.*

*The schoolwide improvement project at Lingelbach Elementary School in Philadelphia, Pennsylvania is founded on a commitment that students will achieve high academic standards through an interdisciplinary, thematic curriculum including a National Endowment for the Arts program to support learning through the arts and architecture.*

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**TITLE II: DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT  
STATE GRANTS**

*(202) 260-2465 or State Department of Education, State Agency for Higher Education  
or Local School District*

Title II improves the teaching and learning of all students through professional development activities in the core academic subjects to help ensure that teachers, administrators and other staff have access to sustained and intensive high-quality professional development that is aligned to challenging state content standards and challenging state student performance standards. This program expands the Eisenhower Science and Math programs to include other core academic subjects when total appropriation exceeds \$250 million. Professional development activities in science and math retain the local share of the first \$250 million appropriated.

**Program Office:** Office of Elementary and Secondary Education, School Improvement Programs

**Legislation:** The Elementary and Secondary Education Act of 1965, Title II, Part B, as amended, 20 U.S.C. 6641-6651

**Type of Assistance:** Formula grants to state education agencies and state agencies for higher education (within states, 16 percent allotted for competitive grants to institutions of higher education and qualified nonprofit organizations; and 84 percent allotted to the state education agency). All local education agencies (LEA) apply to the state and receive funding based on formula. The LEAs receive 90 percent of the state education agency's allocation.

**Who May Apply:** State education agencies in conjunction with state agencies for higher education. Within states, local education agencies receive a formula grant, and institutions of higher education or nonprofit organizations may compete for grants through the state agency for higher education.

**FY '97 appropriation:** \$310,000,000. Any appropriation over the first \$250 million, which is reserved for math and science, is available to other subjects including arts.

**FY '97 funds available to states:** July 1, 1997

*The Wyoming State Arts Council successfully applied for some of the state level Eisenhower professional development funding. The grant will support a survey of arts education teachers to determine who is already using technology in the teaching of the arts and in what ways. The Council will then sponsor a conference specific to the use of technology in the teaching of the arts. The Council will help connect technologically inexperienced arts teachers with those more developed in their use of technology, and it will also sponsor summer workshops for all levels of practitioners. The Eisenhower grant helped the Council successfully apply for an Education and Access grant from the National Endowment for the Arts to expand their professional development effort.*

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## TECHNOLOGY INNOVATION CHALLENGE GRANTS

(202) 208-3882

This program provides grants directly to local consortia to improve and expand new applications of technology to strengthen the school improvement efforts, improve student achievement, and provide sustained professional development of teachers, administrators, and school library media personnel.

**Program Office:** Office of Educational Research and Improvement, Office of Reform Assistance and Dissemination (ORAD)

**Legislation:** Elementary and Secondary Education Act of 1965, Title III, Part A, Subpart 2, Section 313G as amended, 20 U.S.C. 6846-6847

**Types of Assistance:** competitive grants

**Who May Apply:** Consortia which include at least one local education agency with a high percentage or number of children living below the poverty line. Consortia may also include other local education agencies, state education agencies, institutions of higher education, businesses, academic content experts, software designers, museums, libraries, or other appropriate entities

**FY '97 appropriation:** \$57,000,000

**FY '97 funds available:** October 1, 1996. Grant announcement will be made in winter 1997 with a May deadline and awards made in September 1997.

*“The Community Discovered: Integrating Arts and Technology in K-12 Education” is a multi-element program that uses technology to bring art museums and other education resources to K-12 classrooms in Nebraska and 10 other states. The program’s main goal is to strengthen a nationwide community of educators engaged in creating integrated art-focused curricula in all core subject areas. The program contains a strong professional development component, fits within the framework of the Goals 2000 Act, and offers a broad range of extended learning opportunities.*

*Michigan State University and a consortium of 14 school districts in partnership with the Henry Ford Museum will use the World Wide Web and distance learning over the Internet to improve student learning. Students and teachers will have access to primary sources of scientific and technological innovation, with an emphasis on the historical and cultural forces that affect creativity and change. An electronic journal on the Internet will document student and teacher performance, and it will contribute to continuous quality improvement throughout the project.*

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## TECHNOLOGY LITERACY CHALLENGE FUND

(202) 401-0039

The fund provides computers and training for teachers to use technology in the classroom. The intent is to invest \$2 billion over the next five years at the national level and generate other investment at the local level.

**Program Office:** Office of Elementary and Secondary Education

**Legislation:** The Elementary and Secondary Education Act, Title III, Part A, Subpart 2,  
U.S.C. 6841-6847

**Type of Assistance:** Formula grants to states which apply, competitive within states

**Who May Apply:** state departments of education, local school districts apply to state departments of education

**FY '97 appropriation:** \$200,000,000

**FY '97 funds available:** October 1, 1996, grant announcement in November with deadline for state applicants in March 31, 1997. Funds may be awarded whenever state application and review are complete.

*Early applications from some states reveal their intention to include the use of technology in the arts as evidenced by references to graphic arts usages and the use of technology in teaching music.*

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**SCHOOL-TO-WORK OPPORTUNITIES  
STATE IMPLEMENTATION GRANTS**  
(202) 401-6222 or State Department of Education

The program awards grants to states to establish comprehensive, statewide School-to-Work Opportunities systems based on plans developed through state development grants. These systems will offer young Americans access to education and training programs designed to prepare them for a first job in high-skill, high-wage careers, and to increase their opportunities for further education.

**Program Office:** National School-to-Work Office

**Legislation:** School-to-Work Opportunities Act, Title II, Subtitle B, Secs. 211-218, 20 U.S.C. 6141-6148

**Type of Assistance:** competitive grants (37 states have received, however, states that do not get the larger implementation grants receive development funds)

**Who May Apply:** The 50 states, the District of Columbia and Puerto Rico are eligible to apply if they have not previously received an implementation grant.

**FY '97 appropriation:** The total School-to-Work appropriation of \$400,000,000 will be distributed among several School-to-Work programs.

**FY '97 funds available:** July 1, 1997

*School-to-Work "Opportunity Skyway" program in College Park, Maryland stumbled onto the power of the arts to pique interest in aviation careers when students more easily saw themselves as aviators when taken to the show "Black Eagles" a play about African-American aviation pioneers. The program now works with a playwright to help students write monologues and perform as aviation characters or as themselves imagining a career in aviation.*

*The Tucson/Pima Arts Council (Arizona) received a six-month \$12,000 grant from the Pima and Santa Cruz Counties School-to-Work Partnership for the Council's Multimedia Arts Education Program. The program provides a foundation in arts technology skills in multimedia computers and video for disadvantaged middle school youth in a five-semester program. Youth develop skills in word processing, computer graphics, internet and web page design, desktop publishing, digital photography, computer animation, video production and editing. At the completion of all five levels, youth and their families receive a computer and youth are encouraged to continue their education through the media magnet high school and the community college computer and media arts program.*

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## **SCHOOL-TO-WORK URBAN AND RURAL OPPORTUNITIES GRANTS**

(202) 401-6222

These grants enable urban and rural areas with high rates of poverty to develop and implement School-to-Work initiatives. These initiatives will offer young Americans access to programs designed to prepare them for a first job in high-skill, high-wage careers, and to increase their opportunities for further education. The partnership must demonstrate that a sound planning and development base for a School-to-Work Opportunities Initiative has been built and that implementation is ready to begin.

**Program Office:** National School-to-Work Office

**Legislation:** School-to-Work Opportunities Act, Title III, Sec. 301(2)-307, 20 U.S.C. 6171-6177

**Type of Assistance:** competitive grants

**Who May Apply:** Local partnerships that intend to implement school-to-work programs in high poverty areas and that have not already received a high poverty area grant

**FY '97 appropriation:** The total School-to-Work appropriation of \$400,000,000 will be distributed among several School-to-Work programs. \$14,400,000 will be available for new grants.

FY '96 grant announcement will be made in late February of 1997

**FY '97 funds will be available:** July 1, 1997



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## STAR SCHOOLS PROGRAM

(202) 219-2267

Grants to eligible telecommunications partnerships encourage improved instruction in mathematics, science, foreign language, literacy skills, vocational education and other subjects, and to serve underserved populations through the development, construction, and acquisition of telecommunications facilities, equipment, and instructional programming. Grants are made for (a) general Star School grants; (b) statewide grants; and (c) high school completion and adult literacy grants. Grants can also be made for a special local network project, and leadership, dissemination and evaluation activities.

**Program Office:** Office of Educational Research and Improvement, Office of Reform Assistance and Dissemination (ORAD), Development and Demonstration Programs Division

**Legislation:** Elementary and Secondary Education Act of 1965, Title III, Part B, as amended, 20 U.S.C. 6891-6900

**Type of Assistance:** competitive grants

**Who May Apply:** Telecommunication partnerships, as defined in 20 U.S.C. 6895, organized on a statewide or multi state basis

**FY '97 appropriation:** \$30,000,000

**FY '97 funds available:** October 1, 1996. Grant competition expected to be held in spring 1997.

*Distance learning is often the only way poorer schools can provide arts instruction. When the University of Louisiana made a course in an arts discipline an entrance requirement, distance learning played a large role in providing arts education opportunities to students to meet that requirement.*

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**PUBLIC CHARTER SCHOOLS PROGRAM**  
(202) 260-2671 or State Department of Education

This program provides financial assistance for the design and initial implementation of charter schools and the evaluation of the effects of charter schools on students, student achievement, staff and parents.

**Program Office:** Office of Elementary and Secondary Education, School Improvement Programs Equity and Educational Excellence Division

**Legislation:** Elementary and Secondary Education Act of 1965, Title X, Part C, as amended, 20 U.S.C. 8061-8067

**Type of Assistance:** competitive grants

**Who May Apply:** State departments of education in states with laws authorizing the establishment of charter schools. State departments, in turn, make subgrants to authorized public chartering agencies such as local school boards in partnership with a charter school developer (an individual or group of individuals, including a public or private nonprofit organization). If the state department does not apply or is not funded, authorized public chartering agencies within the state (possibly local school boards or universities) may apply directly to the U.S. Department of Education in partnership with a charter school developer.

**FY '97 appropriation:** \$51,000,000

**FY '97 funds available:** Grant announcement will be made in February, 1997.

*The Museum of Northern Arizona is hosting the Flagstaff Arts and Leadership Academy charter school on their grounds developed by an Arizona Teacher of the Year who wrote, "The charter movement is allowing me to push forward in creating and designing the school of my dreams. It is the hardest thing I have ever undertaken...but feel strongly I will now make a difference in a NEW, INNOVATIVE way for kids. I have tremendous backing from parents and the community to do this."*

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## MAGNET SCHOOLS ASSISTANCE IN DESEGREGATING DISTRICTS

(202) 260-2476 or 260-3778

The program assists eligible local education agencies in planning, establishing, and operating magnet schools that are part of an approved desegregation plan and that are designed to bring together students from different social, economic and racial backgrounds.

**Program Office:** Office of Elementary and Secondary Education, School Improvement Programs, Equity and Educational Excellence Division

**Legislation:** Elementary and Secondary Education Act of 1965, Title V, as amended, 20 U.S.C. 7201-7213

**Type of Assistance:** competitive grants

**Who May Apply:** Local education agencies

**FY '97 appropriation:** \$95,000,000

**FY '97 funds will be available:** July 1, 1997 only for continuations of currently funded projects. New grants will be made in FY '98 funds if appropriations warrant.

*Elm Creative Arts Elementary School in Milwaukee was created in 1977 in the wake of court-ordered desegregation. Though time spent in other classes was reduced to make equal time for arts instruction, student performance on the Iowa Basic Skills improved. The success of Elm school provoked the creation of another elementary level arts magnet and then arts-based middle and high schools. Josephine Koebert, principal of Roosevelt Middle School explained, "I threw out the remedial courses, put in the arts classes, and we went from the worst middle school academically to one of the best in a single year." The percentage of students achieving competency in reading increased from 30 per cent to 80 per cent and in math from 10 per cent to 60 per cent. The attendance rate went up to 92 per cent and the suspension rate dropped from 50 per cent to lower than 10 per cent.*

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**SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES  
STATE GRANTS**

(202) 260-3954 or State Department of Education or Governor's Office

These grants provide assistance to governors and states to establish, operate, and improve local programs of drug and violence prevention in elementary and secondary schools.

**Program Office:** Office of Elementary and Secondary Education, Safe and Drug-free Schools Program

**Legislation:** Elementary and Secondary Education Act of 1965, Title IV, Part A, as amended, 20 U.S.C. 7111-7143

**Type of Assistance:** formula grants to state departments of education and governors' offices. Local or intermediate education agencies or consortia must apply to state education agency. Local education agencies and other public entities and private nonprofit entities must apply to governor's office.

**FY '97 appropriation:** \$530,978,000

**FY '97 funds available to states:** July 1, 1997

*Districts that want to use the arts as a medium for teaching drug abuse and violence prevention may use their Safe and Drug-free Schools funds. Some Department leadership funds currently are supporting a national initiative featuring ways in which the arts and humanities can be incorporated into school-based drug and violence prevention efforts.*

*Living Literature/Colors United, Inc. (LLCU) is a non-profit, education-based performing and visual arts program in Los Angeles, California which incorporates instruction in literature, history and the social sciences with artistic performance and related visual arts instruction. High schools with LLCU programs have seen decreases in truancy and violence and participating students have a 100 per cent graduation rate and 90 per cent go on to college.*

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## **FIELD-INITIATED STUDIES GRANT**

(see contacts below)

Field initiated studies (FIS) grants are grants for educational research projects. These projects include basic and applied research, inquiry with the purpose of applying tested knowledge gained to specific educational settings and problems, development, planning, surveys, assessments, evaluations, investigations, experiments, and demonstrations in the field of education and other fields relating to education. Topics and methods of study are generated by the investigators, including teachers and other practitioners.

**Program Office:** Office of Educational Research and Improvement. National Institutes on:  
The Education of At-Risk Students, (202) 219-1323 or (202) 219-2244;  
Postsecondary Education, Libraries and Lifelong Learning, (202) 219-2229;  
Student Achievement, Curriculum, and Assessment, (202) 219-2079;  
Early Childhood Development and Education, (202) 219-1935;  
Educational Governance, Finance, Policy Making, and Management, (202) 219-2234

**Legislation:** Educational Research, Development, Dissemination, and Improvement Act of 1994

**Type of Assistance:** Competitive Grants

**Who May Apply:** Institutions of higher education; state and local education agencies; public and private organizations, institutions, and agencies; and individuals.

**FY '97 appropriation:** \$14,031,000

**FY '97 funds available:** spring 1997 application

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**SPECIAL EDUCATION—STATE GRANTS**  
(202) 205-8824 or State Department of Education

These grants assist states in providing a free appropriate public education to children and youth with disabilities, ages 3 through 21, who are in need of special education and related services.

**Program Office:** Office of Special Education and Rehabilitative Services, Special Education Programs, Division of Monitoring and State Improvement Planning

**Legislation:** Individuals with Disabilities Education Act, Part B, Sec. 611-618,620 as amended, 20 U.S.C. 1411-1418, 1420

**Type of Assistance:** formula grants to states which regrant at least 75 percent of funds to local school districts based on special education student count

**Who May Apply:** State education agencies of the 50 states, Puerto Rico, District of Columbia and outlying areas, and the U.S. Department of the Interior

**Also Known As:** Part B Program

**FY '97 Appropriation:** \$3,107,522,000

**FY '97 Appropriation available to states:** July 1, 1997

*In Cupertino, California, a partnership including institutions of higher education (a four year and a two year), a middle school, the Center for Movement Therapy, the United Cerebral Palsy Association and AXIS Dance Troupe created a computer-based instructional and recreational setting in which students with disabilities can explore, experience and choreograph dance within a virtual environment.*

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**SPECIAL EDUCATION AND REHABILITATIVE SERVICES:  
FIELD-INITIATED RESEARCH**  
(202) 205-9141

This program supports research and demonstration projects that address important activities that were not included in the National Institute on Disability and Rehabilitation Research's (NIDRR) announced priorities, thereby allowing NIDRR to expand the scope of its research activities as needed.

**Program Office:** Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research

**Legislation:** Rehabilitation Act of 1973, Title II, as amended, 29 U.S.C. 762

**Type of Assistance:** competitive grants

**Who May Apply:** State and public agencies, private organizations, institutions of higher education, and Indian tribes and tribal organizations.

**FY '97 appropriation:** Approximately \$2,500,000

**FY '97 funds available:** Approximately 20 grants will be made at \$125,000 per year for three years. Grant announcement will be made in the summer of 1997.

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**BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS:  
COMPREHENSIVE SCHOOL GRANTS**

(202) 205-5709 or 205-5716

These grants assist in the implementation of schoolwide bilingual education or special alternative instructional programs for reforming, restructuring and upgrading all relevant programs and operations, within an individual school, that serve all (or virtually all) children and youth of limited English proficiency in schools with significant concentrations of such children and youth.

**Program Office:** Office of Bilingual Education and Minority Languages Affairs

**Legislation:** Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 1, as amended, 20 U.S.C. 7424

**Type of Assistance:** five-year competitive grants

**Who May Apply:** One or more local education agencies applying alone or in collaboration with an institution of higher education, community-based organizations, or other local or state education agencies

**FY '97 appropriation:** \$22,900,000

**FY '97 funds available:** Competition announcement in January 1997 with March 21 deadline for funds available for 1997-98 school year



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**BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS:  
SYSTEMWIDE IMPROVEMENT GRANTS**

(202) 205-5426 or 205-5568

This program makes funds available to assist in the implementation of districtwide bilingual education or special alternative instructional programs for reforming, restructuring and upgrading all relevant programs and operations, within an individual school, that serve all (or virtually all) children and youth of limited English proficiency in schools with significant concentrations of such children and youth.

**Program Office:** Office of Bilingual Education and Minority Languages Affairs

**Legislation:** Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 1, as amended, 20 U.S.C. 7424

**Type of Assistance:** five-year competitive grants

**Who May Apply:** One or more local education agencies applying alone or in collaboration with an institution of higher education, community-based organizations, other local education agencies, or state education agency

**FY '97 appropriation:** \$20,000,000

**FY '97 funds available:** Competition announcement in January 1997 with April 4 deadline for funds available for 1997-98 school year

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**BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS:  
PROGRAM ENHANCEMENT PROJECTS**  
(202) 205-8077

These projects make grants available to carry out highly focused, innovative, locally designed projects to expand or enhance an existing bilingual education program or a special alternative instructional program for limited English proficient students.

**Program Office:** Office of Bilingual Education and Minority Languages Affairs

**Legislation:** Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 1, as amended, 20 U.S.C. 7423

**Type of Assistance:** two-year competitive grants

**Who May Apply:** One or more local education agencies applying alone or in collaboration with an institution of higher education, community-based organization, local education agency, or state education agency. A community-based organization or an institution of higher education that has an application approved by a local education agency to enhance early childhood education or family education programs or to conduct an instructional program that supplements the education services provided by a local education agency.

**FY '97 appropriation:** \$10,800,000

**FY '97 appropriation available:** Competition announcement in January 1997 with March 14 deadline for funds available for 1997-98 school year

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## **FREELY-ASSOCIATED STATES EDUCATION GRANT PROGRAM**

(202) 260-2551

This program funds competitive grants for teacher training, curriculum development, instructional materials, or general school improvement and reform. A special condition of this grant is that the Pacific Region Educational Laboratory conduct the competition for these grants and make recommendations for funding to the secretary.

**Program Office:** Office of Elementary and Secondary Education, School Improvement Programs

**Legislation:** Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1121(c), as amended, 20 U.S.C. 6331(c)

**Type of Assistance:** competitive grants

**Who May Apply:** Local education agencies in the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau

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## Appendix A PROGRAM AND GRANT INFORMATION RESOURCES

### *Federal Register*

The Department publishes notices of all competitions for discretionary grants in the *Federal Register*, issued every weekday by the National Archives and Records Administration. It lists all federal regulations and legal notices including announcements of all federal grant competitions. It is available in most libraries, by subscription from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC, 20402, (202) 512-1800. The cost is \$540.00 annually. Payment may be made by VISA, MasterCard, or Discover. The complete and up-to-date contents of the 1995-97 *Federal Register* in a searchable database maintained by the Government Printing Office (GPO) is accessible through GPO's menu of Federal Depository Library Gateways or at <http://www.gpo.gov/nara/index.html>.

On the internet, the Education Department's notices in the *Federal Register* is available at <http://www.ed.gov/news.html#fr> under "Announcements." Department announcements in the *Federal Register* are also available from the Department's office of Grants and Contracts at <http://gcs.ed.gov>.

### *Commerce Business Daily*

Requests for proposals (RFPs) for all contracts are printed in the *Commerce Business Daily* issued daily by the U.S. Department of Commerce. It is available in most libraries, by subscription from the Superintendent of Documents, U.S. Government printing Office, Washington, DC, 20402, (202) 512-1800. Department announcements in the *Federal Register* and *Commerce Business Daily* are also available from the Department's office of Grants and Contracts at <http://gcs.ed.gov>

### *Guide to Department Programs*

A guide to Department programs is available on the internet at <http://www.ed.gov/pubs/GuideEDPgm/>

### *EDInfo Listserv*

**EDInfo** is a free information service that delivers two or three e-mail messages per week from the U.S. Department of Education. To subscribe:

1. Address an e-mail message to: [listproc@inet.ed.gov](mailto:listproc@inet.ed.gov)
2. Write this (and nothing else) in the message:  
subscribe EDInfo yourfirstname yourlastname

General information about the Department and its programs and initiatives can be obtained by calling 1-800-USA-LEARN, or on the Internet at <http://www.ed.gov>.

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## **Appendix B**

### **LEGISLATIVE SUPPORT FOR ARTS EDUCATION**

#### *National Education Goal Three*

All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign language, civics and government, economics, arts, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

#### *The Improving America's Schools Act*

(Reauthorization of the Elementary and Secondary Education Act — ESEA)

The findings in Title X, Part D, Sec.10401 which support the Kennedy Center and Very Special Arts programs, may be helpful for reference when seeking to obtain funds via other Department programs.

“The Congress finds that —

“1) the arts are forms of understanding and ways of knowing that are fundamentally important to education;

“2) the arts are important to excellent education and to effective school reform;

“3) the most significant contribution of the arts to education reform is the transformation of teaching and learning;

“4) such transformation is best realized in the context of comprehensive, systemic education reform;

“5) demonstrated competency in the arts for American students is among the National Education Goals;

“6) participation in performing arts activities has proven to be an effective strategy for promoting the inclusion of persons with disabilities in mainstream settings;

“7) opportunities in the arts have enabled persons of all ages with disabilities to participate more fully in school and community activities;

“8) the arts can motivate at-risk students to stay in school and become active participants in the educational process; and

“9) arts education should be an integral part of the elementary and secondary school curriculum.”

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**Appendix C**  
**BLUE RIBBON SCHOOLS PROGRAM**  
(202) 219-2149  
beverly\_farrar@ed.gov

The Blue Ribbon Schools Program is a recognition program for schools that demonstrate a strong commitment to educational excellence for *all* students. The program welcomes applications from schools that have demonstrated sustained success in achieving these values, as well as schools that have overcome obstacles and can provide evidence of significant improvements. Instruction in the arts is one of the criteria by which a nominated school is evaluated as part of its overall curricula.

Public and private schools serving grades K-12 from the 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, as well as Bureau of Indian Affairs and Department of Defense Dependents Schools, may be nominated. Schools must have been in operation for at least five years before applying to the program. Elementary and secondary schools are eligible to participate in alternate years.

Each state administers its own program for selecting public schools to be nominated to the national level. Chief state school officers make their nominations to the U.S. Department of Education. The number of schools each may nominate is indexed to the state's population. The Council for American Private Education nominates private schools, and officials of the Bureau of Indian Affairs and the Department of Defense Dependents Schools nominate their schools. The national review panel evaluates the nominations and conducts site visits to nominated schools it selects. The panel makes recommendations to the U.S. Secretary of Education, who then announces the names of the schools selected for recognition.

The review panel considers the following "Conditions of Effective Schooling" in each school: student focus and support; challenging standards and curriculum; teaching and active learning; learning-centered school contexts; professional growth and collaboration; leadership and organizational vitality; and school, family, and community partnership. The review panel also considers objective "Indicators of Success." This category includes: student performance on measures of achievement; daily student and teacher attendance rates; school, staff, and student awards.

Each year, a limited number of special emphases are designated. These represent areas where school performance needs to be greatly improved and where effective models are sought. Schools may choose to seek honors in one special emphasis area in addition to comprehensive recognition, but this is optional.

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**Appendix D**  
**PROPOSED FCC RULING PROVIDING DISCOUNTS FOR SCHOOLS AND LIBRARIES**  
**TO ACCESS TELECOMMUNICATIONS SERVICES**

(202) 205-0755

<http://www.fcc.gov>

<http://www.ed.gov/Technology>

A section of the Telecommunications Act of 1996 will make it much less expensive for schools to access telecommunications services and therefore may have ramifications for improving contact between community cultural partners and students via technology.

Section 254 (Universal Service) explicitly designates elementary and secondary schools and libraries among the entities eligible to receive the benefits of the emerging telecommunications revolution. The Act mandates that elementary and secondary schools and libraries receive discounts for telecommunication services and any additional services designated by the Federal Communications Commission (FCC).

The FCC's Federal-State Joint Board on Universal Service has recommended that \$2.25 billion be provided annually in universal service support for schools and libraries. Three main sets of services are eligible for discounts: 1) monthly telecommunications access charges, 2) internal wiring or networking, and 3) Internet access. Funding will come from long distance carriers and other service providers.

The level of discounts will be determined by a combination of two factors — percentage of students eligible for free or reduced priced lunch and geographic location. All eligible schools and libraries will receive discounts ranging from 20 percent to 90 percent on a sliding scale formula. The average discount that a school or library will receive will be 60 percent. About one-third of all schools will receive discounts of at least 80 percent. These discounts will help schools and libraries overcome the financial obstacles of monthly access charges and the high start-up costs associated with establishing a networked environment. Greater availability of the different forms of technologically assisted learning may help schools better access cultural resources both within their communities and across the country.

The FCC has until May 7, 1997 to develop the rules for implementation. The Universal Service Fund will be ready to provide funds for the 1997 school year.